



Race to the Top - District

Technical Review Form

Application #0695NM-1 for Bloomfield Schools

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8
<p>(A)(1) Reviewer Comments:</p> <p>Bloomfield School District clearly sets forth a coherent reform vision that includes how the district will address the four core educational assurance areas outlined in the absolute priority.</p> <ul style="list-style-type: none"> The vision addresses how the district will accelerate student achievement through professional development for teachers and implementation of a research-based scientific inquiry instructional model that engages students and prepares the for critical transitions fromP-12 through college. The applicant's model addresses deepening student learning through extended inquiry based lessons and meaningful experiences for students. The applicant's reform vision is vague on how the model will build on existing work, but does include how mentoring support will be provided throughout various components of the project to increase equity through personalized support. <p>All schools and the district are in some level of corrective action and the district is in the process of turning around its lowest performing schools. This element is scored in the high range.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>Bloomfield School District provides significant demographic information for the community and the school district, including an evenly distributed ethnic composition of Caucasian, Hispanic and Native American. The school district is also in Corrective Action-2 status for math and reading.</p> <ul style="list-style-type: none"> All schools across the district will participate including an alternative high school. The eligibility is met based on the 70% of students who are low income students and all schools and all students will participate. A list of schools is provided and includes number of participating educators and students, including all required subgroup numbers. <p>The Bloomfield School District sucessfully links its approach to implementation by providing a detailed description of participating schools, educators, administrators and ethnic composition. Including extensive information about the community also contributes to a broader understanding of the applicant's proposed implementation process.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>Bloomfield School District provides a high quality plan that describes how outcomes will be translated into meaningful reform to support change, achieve and sustain outcome goals.</p>		

- Because all schools, students, and teachers are participating, the applicant will address scale up by reaching out to the greater school community and advocate strong sustainability of the project. Sustainability will be addressed throughout the project design, though professional development of teachers is a major focus area of the project.
- The logic models, which include inquiry based instructional model and emotional intelligence are strategically linked to the reform initiative and the needs of the student population.
- The plan gives serious consideration to the district wide implementation plan as it will begin the instructional model and the emotional intelligence model from opposite ends of the Pre-K spectrum.

(A)(4) LEA-wide goals for improved student outcomes (10 points)

10

8

(A)(4) Reviewer Comments:

Bloomfield school district provides charts which address the four areas by subgroup as required in this section. The applicant vision as outline below is poised to result in improved learning and performance for all student subgroups.

- Summative assessments are provided from both SBA and NWEA, the NWEA will be used for the most current assessment
- The methodology for determining both status and growth are included with a description of how implementation and gains will be tracked.
- The applicant describes a method for how achievement gaps were determined relative to subgroups and how data will be tracked to determine achievement improvements in the low performing subgroups. The applicant will use the annual State Standards-Based Assessment, analyzed over four years, and the Northwest Evaluation Association (NWEA) Assessment. The applicant identified the student subgroup populations consistently lowest achieving relative to other subgroups and teachers will administer ongoing assessments to track progress and make program improvements.
- Overall graduate rates are provided but not disaggregated by subgroup.
- College enrollment rates are provided based on the graduation rate for 2011-2012 with only 50% enrolling in a higher education institution. The goal for the project is 75% by the end of year 2 in the grant cycle.
- The applicant plans to track degree attainment. Considering the strong partnership with San Juan College, where 74% of the students who go on to a four year college enroll, the applicant has a good chance to track a significant number of students after high school graduation.

The applicant provides a convincing description of how the summative assessment, achievement gap determination, and tracking will support the vision and are strongly linked to improved student performance. Tracking post secondary degree attainments also demonstrates the applicant's vision and the commitment to the future of the district's graduates.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	11

(B)(1) Reviewer Comments:

Bloomfield School District has demonstrated moderate improvements in mathematics and in school conditions for all students with the exception of Hispanic students.

- Clear evidence is provided that achievement gaps are closing in high school graduation rates. According to state data, graduation rates improved from 30.4% in 2008-2009 to 63% in school year 2011-12. The applicant attributes this success to the student driven instructional practices in mathematics, and changing the way schools address student

<p>needs.</p> <ul style="list-style-type: none"> The applicant is using Professional Learning Communities in the lowest performing schools and piloting the inquiry-based Research Investigative Process but no impact results is presented. The pilot took place in spring 2012. It is important to note that Professional Learning Communities provide a platform for teachers to engage in indepth professional development based on research based approaches and opportunities to mentor each other through addressing various delimma faced by teacher every day. The applicant provides significant information on data sharing and access to parents, students, teachers and community stakeholders. The NWEA short cycle assessment is administered 3 times per year and is a positive feature of data sharing for the district. Though the data is accessible, the applicant does not clearly specify in what ways the data is used to inform and improve participation, instruction, and services for parents and students. 		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	3
<p>(B)(2) Reviewer Comments:</p> <p>Evidence of transparency is provided in the Appendix for the Bloomfield School District, but some categories of school level expenditures were not provided.</p> <ul style="list-style-type: none"> Personnel salaries are provided and broken out by all required categories. Non-personnel expenditures at the school level are provided. School administration expenditures are not provided. Per pupil expenditures are not provided in the application. The district budget is not provided. Without per pupil expenditures and the district budget, it is difficult to determine the extent to which the applicant already makes available the resources expended on each student. 		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>The applicant provides evidence that the district has autonomy from state statues or regulations, further indicating that school boards can make decisions in the best interest of personalized student goals. Both the school board and the SEA have demonstrated overwhelming support as evidenced in the proposal and included in the Appendix.</p> <ul style="list-style-type: none"> The applicant's plan has alignment with the district's strategic plan. The alignment is demonstrated by the use of key assessment tools such as the NWEA Assessment, Standard-Based Assessments to determine academic achievement and proficiency rates in reading and mathematics, along wiht identifying students needing additional interventions. The alignment between SEA, LEA and the applicant's plan are crutial to improving student achievement and creating personalized learning environments. The applicant received a positive and supportive review with suggestions for the SEA as seen in the Appendix included. The feedback provided further indicates the support of the SEA. 		
(B)(4) Stakeholder engagement and support (10 points)	10	8
<p>(B)(4) Reviewer Comments:</p> <p>The applicant includes a description of how students, families, teachers and principals were engaged in the development of the proposal and provided feedback through surveys and public meetings and school meetings across the district. It is not clear how the feedback from various constiuencies was used to revise the proposal, but one example of how teacher feedback was included was addressing the response from teachers that they would have too much to do at once. This teacher feedback resulted in introducing the instrucional approach and emotional intelligence integration components of the reform plan from opposite school levesl over a four school group cycle.</p>		

- The applicant provides evidence of teacher support and includes signatures in the Appendix and meetings at each of the schools.
- Stakeholder engagement in the development of the proposal is described and demonstrates how stakeholders were involved through meetings and presentations.
- The Bloomfield School District is not in a collective bargaining State.
- Several letters of support were included in the application as well as MOUs.

(B)(5) Analysis of needs and gaps (5 points)

5

5

(B)(5) Reviewer Comments:

Bloomfield has identified needs and gaps and proposes a teacher survey to determine a baseline on how the district is currently implementing personalized learning environments.

- The applicant has identified student needs from school and student data. Each need is outlined along with how they will be addressed.
- A logic model is described and addresses the two major tenants of the reform initiative: inquiry based instruction and emotional intelligence.
- The applicant provides a three year cycle of how the plan will address the needs and gaps.

The applicant provides extensive evidence of identified needs and gaps and includes how specific needs will be addressed and aligned with the reform initiatives set forth in the proposal. The logic model provides further documentation and rationale for the implementation of inquiry based instruction and emotional intelligence.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	18

(C)(1) Reviewer Comments:

The applicant provides a plan that addresses personalizing the learning environment to support all students to graduate college and career ready across participating districts. Professional Learning Communities will be central to the success of their plan and is strategically linked to a cohesive plan for improving learning. The applicant does not indicate how teachers will receive the planning time to actively participate in the PLCs.

- The approach the district will use is fully developed and inclusive of specific instructional strategies designed to improve learning.
- The students will grasp that learning is the key to future success through services from the Education Transition Center that will tie their current responsibilities to future benefits.
- The district's curriculum is aligned to national core standards which suggest students will be college and career ready.
- The inquiry based model described will provide students opportunities for deep learning experiences that are student led and created by students. Teacher will support students through this experience.
- Considering the cultural groups enrolled in the school district, the applicant indicates that diversity will be addressed and student will have opportunities to learn from each other.
- The applicant will address content mastery and personal skills and traits through the plan components, inquiry-based learning and emotional intelligence.
- The plan delineates various strategies to access services, approaches, and content; which includes support from mentors, intervention paths, personalized and intensified support from content-specific intervention teams and opportunities that take the students to environments beyond the classroom to pursue investigations.
- The applicant's plan will address ongoing and regular feedback through short-cycle assessment with a frequency of 3 times per year. The PLC is an excellent avenue to take feedback and discuss each student's individual path based on the feedback.
- The applicant adequately addresses accommodations for high need students and will utilize Student Growth Mentors and PLC members to collaborate with teachers and provide needed accommodations.
- The applicant's plan will address training and support mechanisms by providing these services to students on a continuous cycle.

The applicant sufficiently links the reform initiatives to improving learning and teaching by personalizing the learning environment for all students. The use of specific instructional strategies, accommodations for high needs students and alignment of the curriculum with the common core standards further enables students to pursue a rigorous course of study and prepare them for college and career ready graduation.

(C)(2) Teaching and Leading (20 points)	20	18
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(C)(2) Reviewer Comments:

Bloomfield School District sufficiently addresses training and professional development for all educators to support student progress toward meeting college and career ready standards or college career ready graduation requirements.

- Supporting teacher capacity is a major element of the applicant's plan and is thoroughly addressed. The specific components include formalized professional development, Professional Learning Communities and developing local Champions. Incorporation of these specific components will increase the chances for teachers' access to tools and resources to accelerate student progress.
- Various programs are discussed, for example, EI and RIP both provide support for teachers to individualize the learning environment.
- The applicant describes how the plan will prepare teachers to adapt instruction for student engagement through individual learning, individual responsibilities and personal reflection.
- Frequent measures of student progress will include short cycle assessment, which is not fully described; however, the applicant does describe how students and teachers will use this continuous flow of data to make individual decisions for students.
- There is evidence that indicates educators will have access to use tools, data and resources to accelerate student progress.
- Actionable information that helps teachers identify the best learning approaches for student academic needs and interests is provided and further prepares educators to access high quality learning resources to match student needs.
- The district has teacher evaluations systems and they are linked to principal evaluation systems. The plan indicates that information from evaluation systems will be used to improve teacher effectiveness thus benefiting students, supporting teachers and recognizing principals.
- By working to support existing teacher to become highly effective, the district addresses the issue of recruitment, retention and increasing student achievement.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	14

(D)(1) Reviewer Comments:

The restructuring for the Bloomfield schools is discussed and will support the district's administration of the proposal. The applicant indicates that school based leadership is fully endorsed by the district and leadership teams have been established at all schools and give the flexibility they need to implement the project components.

- Opportunities for students to progress at their own pace is addressed and the opportunity for mastery at multiple times in multiple ways is described.
- The schools infrastructure is adequately discussed and lends itself to support the goals and activities of the district. The

infrastructure is supported through comprehensive policies such as providing Response to Intervention (RTI) training for teachers and principals, Professional Learning Communities that support teachers in both training and morale, Student Growth Mentors who support student movement through major transition points, ESOL certification for all teachers and most important, establishing school-based teams that make recommendations to the central office regarding organizational and support needs for teachers and students. A high quality plan requires district level support and autonomy for local schools to stand and deliver on the goals of the plan.

- The technology infrastructure is already in place. The applicant provides a description of how technical support will be provided for implementation of various tools and resources associated with the reform plan.
- The data system meets the interoperable requirement and contains all components such as, student information data, budget data and instructional improvement data. An interoperable data system provides the needed transparency for necessary communication and further supports the implementation of the proposal.
- There is discussion in the plan regarding provision of learning resources and instructional practices that are adaptable and accessible for students with disabilities or English Learners.

(D)(2) LEA and school infrastructure (10 points)

10

8

(D)(2) Reviewer Comments:

The applicant adequately addresses how the districts' infrastructure will support personalized learning. and ensure that all students, parents, teachers, and other appropriate stakeholders have access to resources and technical support to use resources.

- The plan does not specifically address how students and parents will have access to necessary content, tools and other learning resources in school and after school to support the proposal in this section, however this area is addressed in section (C)(1). Attention to this component could significantly impact the success of the plan. With access, students and parents will be able to fully participate and further support student personalized learning and growth.
- Appropriate technical support is addressed as part of the plan, but does not include the various possibilities, such as electronic tutors or special software. These advanced tools could provide student who are digital natives and comfortable with technology an opportunity to benefit from some of the most advanced student support systems available.
- The applicant does not fully address early monitoring systems that provide alerts on student progress, there is no description of how this information can be used by parents and students in other electronic learning systems to support personalized student learning.
- The applicant provides evidence that the districts and schools have access to interoperable data systems, for example, the School Master data system, This is a system used to provide stakeholders, including teachers and parents, with access to student data, from classroom assignments to student grades to state assessment results. This system specifically links to data that can be accessed and used to improve personalized learning and support the proposed plan.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	13

(E)(1) Reviewer Comments:

The applicant indicates that programs will be monitored on a regular basis to insure student-centered outcomes continue to improve.

- The applicant describes the continuous improvement model that will be used throughout the reform plan. The Assess, Evaluate, Set targets, Design change and Implement model (AESDI) has been selected by the district

<p>and fully details how it will be integrated into the plan. The applicant decided to use this model because it helps to create a clear picture of where the district is and where it needs to be based on findings revealed through this process. The applicant indicates that quarterly reports and monthly Board meeting presentations will be used to report progress on the continuous improvement of goals and project activities.</p> <ul style="list-style-type: none"> • The application provides detailed information on the monitoring process and how the information will be channeled and used for ongoing corrections and to inform program improvements. For example, the evaluator and coordinator will work closely with district administrators, school leaders, teachers, community members and other stakeholders to ensure sufficient data and information are received to maintain a clear picture of current actions and the outcomes of those actions. Including a project coordinator and external evaluator as personnel for this proposal will ensure ongoing monitoring and reporting responsibilities are a priority. • The applicant will communicate to stakeholders through websites, quarterly reports and meetings. The reporting is mentioned at several different points in the proposal which indicates the applicant has a sense of the link between regular feedback and continued support from stakeholders. 		
(E)(2) Ongoing communication and engagement (5 points)	5	4
<p>(E)(2) Reviewer Comments:</p> <p>The applicant indicates that the project coordinator and the evaluator will provide both internal and external communications with stakeholders.</p> <ul style="list-style-type: none"> • The applicant indicates that the project coordinator and evaluator will collaborate with stakeholders to determine how the plan is progressing. Surveys and rating scales will be used to collect responses and make program decisions. A design and change model is described. • Including external evaluators is specifically addressed in the application; however, the applicant did indicate how they might use local media to keep stakeholders aware of improvements as a result of the grant funds. 		
(E)(3) Performance measures (5 points)	5	3
<p>(E)(3) Reviewer Comments:</p> <p>The applicant includes performance measures by sub-groups with the required annual targets, as well as, performance measures across all grades.</p> <ul style="list-style-type: none"> • The rationale for selecting the performance measures is based on district data. Eight outcome objectives are delineated along with desired results. • Rigorous, timely, and formative leading information regarding implementation success or areas of concern are adequately addressed through a presentation of process objectives beginning with year 1 through year 4. • The applicant does not include how they will review and implement improvements overtime if there are areas of concern and a need to gauge progress. • The number of performance measures identified meets the requirements including applicable populations. 		
(E)(4) Evaluating effectiveness of investments (5 points)	5	2
<p>(E)(4) Reviewer Comments:</p> <p>This section on evaluating effectiveness of investments is a critical component and is addressed for each performance objective and the overall reform plan.</p> <ul style="list-style-type: none"> • The applicant plans to design specific evaluation process to gauge the fidelity of implementation. This component has not been fully developed. • Professional development of teachers is a major component of the reform plan but the evaluation section does not include a plan for evaluating the impact on teacher effectiveness, retention and student learning. • The applicant does not indicate how it will determine if there was productive use of time, staff, or funds invested to improve results over the five districts, throughout the project cycle. • The applicant does not address evaluation of the plan's impact on working with community partners, compensation 		

reform or modification of school structures that will support program effectiveness.

- The applicant does not address the evaluation of effectiveness of leadership teams at the district and school levels and the impact of their decision-making structure.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>The applicant sufficiently describes the plan and how it will be implemented. The major costs center around professional development but the budget appears to be reasonable and sufficient to support development and implementation of the plan.</p> <ul style="list-style-type: none"> • Only RTT funds are included in the budget, no additional funds are listed as supporting the project. • The Bloomfield school district has offered and substantiated the district's needs and they are outlined in the budget. The travel cost for consultants/trainers are a significant portion of the budget. However, the training component is central to the implementation of the proposal. • Professional development for teachers and principals is a major component and is adequately addressed in the budget for the district. • The funds used for onetime investments vs those to be used for ongoing operational cost focus on strategies for long term sustainability including, teleconferencing equipment, and new rooms at the early childhood center. 		
(F)(2) Sustainability of project goals (10 points)	10	8
<p>(F)(2) Reviewer Comments:</p> <p>The applicant describes the professional development model as creating internal capacity and having a built in sustainability component.</p> <ul style="list-style-type: none"> • The Professional Learning Communities and Champions are directly associated with sustainability. If the district elects to compensate Champions, it would likely bring a level of professionalism that is missing from the teaching profession. • Major support from the school board and superintendents is not addressed with the exception of seeking additional funding after the grant period to support new teachers and staff. • The applicant did not include a budget for the three years after the term of the grant. 		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	8
<p>Competitive Preference Priority Reviewer Comments:</p> <p>The Bloomfield School district provides evidence of developing strong partnerships with three organizations that will support the project reform efforts. The applicant also fully outlines each partnership role in the collaborative.</p> <ul style="list-style-type: none"> • The applicant has fully developed an adequate plan as described in Absolute Priority 1, and the information in the competitive preference priority supports the applicant's plan as it is written. 		

- Evidence is provided of the population level desired results for students that align with the proposal. Both educational results and educational outcomes are included.
- The tracking process is fully described and includes those indicators that are currently tracked and others that will be tracked for the first time as a part of the applicant's plan.
- How data will be used to target resources in order to improve results for participating students is not sufficiently addressed in this section. This is an important component and relates to sustainability.
- The applicant indicates that scaling is not an issue since the entire school district will participate in the proposal. Sustainability is more critical for the applicant.
- The applicant provides a plan for how they will improve results over time for participating students.
- The applicant discusses a plan for integrating the primary partners as collaborative entities with a significant function in the success of the partnership.
- Building the capacity of the staff in participating schools is thoroughly addressed considering a major focus of the proposal is professional development for educators.
- There is a plan for assessing the needs of students as aligned with partnership goals for improving education or family and community supports that are targeted. Working with parents at all levels is a major component discussed.
- The applicant discusses the creation of a decision making process and infrastructure to select, implement and evaluate student supports. Much of this work will be facilitated through professional learning communities, a central focus of the proposal.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Absolute priority 1: The Bloomfield School District made adequately addressed all components of Absolute Priority 1.

- The applicant is planning to adopt the Common Core Standards, the National Science Foundation Standards, the Northwest Evaluation Association Instrument, and the New Mexico Standards Based Assessment
- District and State data systems that measure student growth, inform teachers and principals with data about how they can improve instruction. The application also includes specifically how teachers will be trained to use data to make decisions.
- The applicant addresses giving teacher an opportunity to get additional credentials, professional development, rewarding and retaining effective teachers and principals in the schools that need them the most.
- The applicant does address an effort to turn around low performing schools considering all of their schools fall in this category.
- The applicant addressed personalization of strategies, tools and supports in addition to aligning them with college and career ready standards.
- The other areas addressed include: accelerating student achievement, increasing effectiveness of educators, increasing student achievement across sub-groups and increasing graduation rates from high school.

Total	210	179
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Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	0

Optional Budget Supplement Reviewer Comments:

No Otional Budget was included.



Race to the Top - District

Technical Review Form

Application #0695NM-3 for Bloomfield Schools

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>The applicant present a clear and robust picture of the reform plan that build on prior work. The application articulated the need for reform and its vision and how the plan is tailored to fit the needs of the student population specific to the district and community. The applicant has titled their plan REACH and presents its view of how the plan will lead to comprehensive district wide change and how the plan will continue past the grant period. The applicant identifies a multi-pronged approach that supports all areas of the plan including supporting transitions between grade level and builds skills in the core areas of math, reading/language arts, science, and critical thinking. Further, the applicant provides description of the need in over all grade spans and how the reform plan will address overall need in the district. For example, over of the goals of the plan is to prepare students for successful transition from secondary education to either post-secondary education or the workforce therefore showing a clear reform vision. This will include transitions between schools and ultimately, to higher education of the workforce. A teacher will be assigned to each student, called Student Growth Mentors, who will provide one-on-one training. Another example are the 'My Future Now' days where students in both middle and high school will visit colleges and local businesses to broaden understanding of opportunities available after graduation. Overall the plan is detailed, has clear goals, and addresses the needs of the district.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	7
<p>(A)(2) Reviewer Comments:</p> <p>The applicant does provide details on the schools that will participate in the grant activities as well the break down of the students within each school. The explanation for how and why the schools included were selected is clear. However, the applicant could have provided an explanation for why all schools were included and not a select number. For example, the applicant has broken down the district and identified all participating schools, which are all in the district. However, the applicant fails to describe the process by which the schools were selected and provide justification for why all schools within the district were selected. While there may be rationale for this, the applicant does not thoroughly explain the thought-process. Further, the applicant does not break down participating students by need area which is called for under the selection criteria for this section.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>The applicant explains why the plan will translate into district-wide change in a clear and comprehensive manner. The applicant provides a thoughtful response by stating all schools will participate so scaling will not be an issue, but why there are two main scaling issues relating to the greater community and public communication about grant progress. The applicant explains that TREF will maintain an open form for communicating practices and results publicly and will regularly publish and present the project and findings through its ongoing communication channels. The applicant also provides detail on how strategies to sustain core components of the project are built into the project design, particularly the development on in-district experts in the instructional methodology and in social, emotional, and academic learning integration in the classroom. The applicant has clearly thought about issues relating to meaningful reform that will support district wide change in order to achieve goals both in the short and long term.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9

(A)(4) Reviewer Comments:

The applicant provides a detailed account of how their reform plan will greatly impact student learning in the 4 ways outlined. Evidence of this includes the applicant's focus on improved learning outcomes as measured against prior data and state standards. The applicant identified ELL students as being the lowest academically successful students and why the reform plan will be focused on these students through a hands-on approach of inquiry. Graduation rates are identified as a major target area and rationale is provided for improvement. The applicant discusses how the plan will increase student achievement using the RIP (Research Investigation Process). One school has over 11 years of data showing how inquiry-based learning has been shown to be a powerful methodology for improving achievement outcomes. The applicant provides how performance on summative assessments at the state required level is unrealistic to achieve unless a total overhaul of culture, climate, and instruction occurs. While the applicant does address college enrollment, the applicant fails to articulate annual goals for this subpart.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13
<p>(B)(1) Reviewer Comments:</p> <p>The applicant provides a clear and comprehensive view of how the District has made promising achievements in learning outcomes over the past 4 years thus providing a foundation for change. The District has established professional learning communities that will serve as primary vehicles to engage teachers in professional development to increase teacher effectiveness and improve student learning. The applicant described early learning programs that will support reform in persistently lowest achieving schools within the district as well how the reform plan will target ELL students based on student data. The applicant describes how it will communicate school data with all key stakeholders including students, educators, and parents that will build upon current processes and infrastructure. However, the applicant does not thoroughly discuss how the plan specifically addresses the needs of the district's lowest performing schools.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	3
<p>(B)(2) Reviewer Comments:</p> <p>While the applicant does provide a clear list and breakdown of salaries for school level teachers, support staff, and overall personnel, the applicant does not provide a clear picture of how these numbers will be, or already are, made public.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>The applicant clearly lays out how the State Education Agency (SEA) provides flexibility for the District reform plan by giving legal authority to the LEA. The applicant makes clear connections between the plan and SEA approved educational plans at the state level and provides detail on how the two align. The SEA has endorsed the proposal and encouraged implementation of the plan so it is clear the District has the necessary autonomy to execute their plan, but also support and encouragement. The applicant has clearly and comprehensively addressed this selection criteria.</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	9
<p>(B)(4) Reviewer Comments:</p> <p>It is clear the applicant has secured the essential support needed from all stakeholder groups who are crucial to the reform plan. The applicant details the process by which stakeholder engagement and support was solidified. Further, the applicant details the key questions and thought-partnering through several stakeholder groups brought to the table. The applicant identifies a group, the Three Rivers Education Foundation, that was instrumental in helping support concepts and strategies used the plan. The applicant clearly states that the District does not have collective bargaining and how the teacher approval process works. Several letters of support from community organizations illustrate the community commitment to seeing the reform plan succeed. However, the applicant has not included letters of support from two crucial groups of stakeholders including the Native American and higher education community.</p>		
(B)(5) Analysis of needs and gaps (5 points)	5	5

(B)(5) Reviewer Comments:

The applicant clearly identifies how the program, REACH, is targeted to address student needs. Evidence of the high-quality plan includes discussion of the REACH program and how it will support transitions between school level. The applicant will provide an instructional program that engages students while building math, reading, and critical thinking, will help in building the social and emotional skills necessary to help students make productive decisions, and will promote early learning through providing guided Pre-K experiences. The applicant identifies 4 encompassing needs and provides thoughtful rationale for those 4 priority needs equate to addressing smaller subsets. For example, the ELL student population is recognized as a smaller subset whose needs will be addressed through prioritizing the 4 overall focuses and the applicant provides a comprehensive explanation for how the needs of this smaller subset are addressed.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	19
<p>(C)(1) Reviewer Comments:</p> <p>The applicant presents a thorough, thoughtful, and comprehensive response to the selection criteria through detailing how the plan will improve teaching and learning with the end goal of preparing students for college and career. The applicant discusses how services from a Education Transition Center will help students tie their current academic responsibilities to educational and career goals thereby explicitly addressing how the plan will tie learning goals to future success.</p> <p>The applicant details the Research Investigative Process (RIP) that will help students create and pursue learning based on their own personal interests. The RIP process will foster deep learning experiences and the applicant provides a clear explanation for how the process will achieve the end goal of improving learning.</p> <p>Teachers will be evaluated at least 3 times a year and will provided feedback on their teaching practice that will help increase instructional effectiveness but also help school level administration identify areas for improvement in the overall teacher workforce. Evidence of the high-quality plan includes acknowledgement that learning does not just occur in classrooms but also through a wide variety on learning environments including social and emotional intelligence and coaching and individual reflection.</p> <p>The applicant discusses how high-quality content will be aligned with standards and graduation requirements by requiring students develop investigations to gain rich understanding of content and prioritizes the acquisition of 21st century skills.</p>		
(C)(2) Teaching and Leading (20 points)	20	16
<p>(C)(2) Reviewer Comments:</p> <p>The applicant clearly addresses how it will prepare students for college and career through, in part: supporting teacher capacity, adapting instruction, using high quality learning resources, and matching student needs with the appropriate resources. The applicant presents a comprehensive response showing a thoughtful approach to elevating teaching and learning. For example, the applicant details a plan for professional development (the PLCs) and identifying 'champions' who will assist other teachers (both new in the district and veteran). Further, the applicant clearly lays out a plan for identifying highly effective teachers and enhancing their capacity and effectiveness. Evidence includes supporting teacher capacity through the development of local champions and teacher mentors as well as the Future Now initiative. However, the applicant does not explicitly address how information from evaluations will be concretely used to improve instruction. Without this element the applicant has not put for a clear plan for how tools and policies will be used to improve this critical area so that all students have access to an effective teacher. While the applicant does discuss the theory of change behind the reform plan (RIP) the applicant does not provide evidence for how it will be use training and systems to improve school progress.</p>		

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	12
<p>(D)(1) Reviewer Comments:</p> <p>The applicant provides a thorough and clear account of the infrastructure that will support implementation. The applicant</p>		

describes practices, policies, and rule that will facilitate personalized learning such as the PLCs, requiring TESOL certification for all instructional staff, and establishing sheltered instruction to assist the ELL population. A major part of the infrastructure centers on providing school level leadership teams comprised of one member of each PLC and school administration thereby showing how the applicant plans to implement a scaffolding approach to achieve change at the school level. The applicant also emphasizes how the District will approach student mastery through a three-pronged approach including a teacher-based system that will provide intensive learning opportunities for students. However, the applicant fails to provide evidence on how the LEA central office will provide adequate support through a basic governance structure and provide support to all schools. Being that superintendent and central office support is crucial to a high-quality reform plan the application fails to meet this selection criteria.

(D)(2) LEA and school infrastructure (10 points)

10

7

(D)(2) Reviewer Comments:

The applicant gives a comprehensive and clear picture of how school processes and infrastructure will support personalized learning. Evidence includes applicant reference to investments the applicant will make to prepare EEC facilities for increased student enrollment and transform an unused space on the high school campus to serve as the Education Transition Center. The applicant also clearly and thoroughly explains the process by which the school level PLC teams will make recommendations to District administration. The District also clearly lays out its intention to continue appropriate technical support to ensure students and teachers have access to functioning learning technologies. The applicant also thoroughly discusses how a district wide data system will provide user friendly access to student data to appropriate stakeholders. However, the plan does not address how parents will be kept apprised of progress, kept informed, and the use of technology was not discussed.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	14
<p>(E)(1) Reviewer Comments:</p> <p>The District has devised a clear plan that prioritizes continuous improvement both during the duration of the grant and after. The District articulates a comprehensive plan that will first, assess current conditions to provide a baseline, evaluate those conditions against reform plan goals, set targets, design a model for change, implement the model, and continually track changes according to specific metrics. At each step in this process the applicant provides detailed processes by which each step will result in the desired outcomes. For example the applicant discusses how the district will seek continuous improvement through collecting qualitative and quantitative data and will open a Continuous Improvement Office that will be staffed by a project coordinator and external evaluator. Staff will work closely with school leaders to ensure information on progress is presented in a clear way so as to help district-wide staff understand benchmarks towards progress. The hiring of staff and the creation of the Improvement Office provide evidence that the applicant has a high quality approach that will sustain improvement. However the applicant could make the connection between how technology and improvement. The applicant does not explicitly discuss how technology will incorporated into a continuous improvement plan.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	2
<p>(E)(2) Reviewer Comments:</p> <p>While the applicant does discuss strategies for ongoing communication with stakeholders such as the the consultants who helped develop the reform plan, the application does not include an area focusing on this selection criteria. While information can be gained from looking at the applicant's response to other selection criteria (such as the development of an Improvement Office that will staff a project coordinator that will communication with stakeholders), the applicant does not explicitly discusses a meaningful plan for ongoing communication and thus does not provide the discussion necessary to fulfill this criteria.</p>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>The applicant provides a clear and comprehensive overview of performance measures and the metrics along the way. The discussion is very detailed and thorough. For example, the applicant breaks down each year of the grant into distinct measures by detailing what progress will look like at various levels: for students, principals, teachers, and parents. It is clear the plan for growth is thoughtful because the applicant has detailed different growth measures each year- uniform growth in</p>		

every year of the grant period is not assume- rather, the applicant details a plan that takes into account many factors such as the time needed to get the plan ramped up, implemented, and to be successful. Evidence includes the applicant's presentation of third grade reading performance measures: the growth is not a standard percent every year, but rather reflects an increased rate of growth over the grant term thus indicating the applicant has clearly considered reasonable growth measures. The baseline data shows that the plan for improvement is ambitious. For example, baseline data for 8th grade proficiency in Math reflects aggressive growth target for this year and next through 2016.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5
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(E)(4) Reviewer Comments:

The applicant clearly identifies a plan by which it will evaluate the efficacy of the grant and reform program. The applicant describes how it will draw from the vast experience of its personnel in project development, leadership, and evaluation. Students will be tracked and monitored for progress against baseline data and be analyzed for trends. The applicant clearly describes its vision for not only District-wide change but also for how the reform plan will impact the community. The applicant articulates 8 desired results and discusses how each will relate back to the overall goals of the reform plan as well as how each will be monitored continuously throughout the grant term and beyond.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	7

(F)(1) Reviewer Comments:

The applicant provides a budget that is appropriate and adequate enough to support the needs of each piece of the proposed plan. For example the budget refers to staff that will be needed to run the proposed Education Transition Center. The applicant provides a details project level narrative and relevant tables. For example, the applicant details how the REACH program will be supported through grant funds and provides a clear itemized budget. However, the budget does not provide explanation that would support the increase in professional development allocation. This figure almost doubles during the grant period but the applicant does not provide evidence for why this substantial increase would be necessary. Further, while the applicant mentions that the district will work to collaborate with external partners to help sustain the budget for the reform plan, no details are provided as to how this will occur.

(F)(2) Sustainability of project goals (10 points)	10	4
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(F)(2) Reviewer Comments:

While the applicant does refer to project sustainability throughout the application, this selection criteria is not directly and explicitly addressed. The applicant does not provide a detailed description of how the plan will continue subsequent to the grant term nor does it identify local and state level financial support. Further, while the applicant does mention it will seek to establish relationships with external partners that will help financially sustain the reform plan, the applicant does not provide detail on how the funds will be used, nor is a clear plan for securing funds presented.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	9

Competitive Preference Priority Reviewer Comments:

The applicant provides a clear vision for its partnerships with three external organizations: the San Juan Community College, SJ Economic Development Service, and Three Rivers Education Foundation. The applicant presents a clear plan for how its partnerships with each of the groups will promote overall goals. For example, the partnership with Three Rivers will build upon an existing relationship the District currently has with the organization and will move into a new phase of partnership to implement a pilot instructional model that will be directed by TREF. This shows that the applicant has a clear understanding of how this particular partnership will be integral to achieving overall goals. Further, a partnership with the San Juan Economic Development Service will assist the district will college and career readiness by working with the district to enroll students in career oriented events and career exploration.

The applicant provides a detailed account of 10 population-level desired results. For example, the applicant articulates desired outcomes relating to a decrease in 18-25 year old unemployment rates as well as an increase in the number of parents with higher education training by the end of the grant and beyond.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant clearly and comprehensively presents a plan for reform that seeks to elevate the level of instruction in the district, increase the level at which students graduate being college and career ready, and addresses the individual needs of students. The plan in its entirety, is clear in vision and focus. Each area is addressed throughout the application and it is clear the applicant has thoughtfully considered how each of the core educational assurance areas will be addressed. For example, the establishment of the ETS will build on the core area of college and career readiness while the piloting of the new instructional model overseen by Three Rivers will elevate the level of instruction and therefore accelerate student achievement. The plan is thorough- it leaves no major area uncovered and it is clear the applicant will implement a reform strategy that seeks to decrease achievement gaps and increase the student academic achievement.

Total	210	176
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Race to the Top - District

Technical Review Form

Application #0695NM-4 for Bloomfield Schools

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8

(A)(1) Reviewer Comments:

It is to a great extent that the proposed project clearly illuminated an achievable, ambitious, convincing, coherent and detailed vision. As evidenced in the documentation this vision focuses on preparing students for successful transition from secondary education to either post-secondary education or the workforce.

The proposed reform vision builds on its work in four core educational assurances geared at ensuring high school graduates are prepared for post-secondary education by:

1. Adopting common state standards and assessments that prepare students to succeed in college and the workplace as well as to compete in the global economy
2. Having student growth mentors
3. Recruiting, developing, rewarding and retaining effective teachers and principals, especially where they are needed most
4. Creating appropriate school transitions

The evidence further purports to build a system of high expectations, rigorous curricula, challenging assessments and meaningful accountability. Specifically the goals are to:

1. Accelerate student achievement—through training of teachers to implement research-based scientific inquiry instructional model; improving the school climate, prepare students for early learning and helping students make the transitions from grade level to grade level.
2. Deepen student learning—through extended inquiry-based lessons, implemented by highly prepared teachers in an environment conducive of
3. Increase equity through personalized student support—through mentoring support throughout the student's school experiences that are highly student-centered instructional methodologies and other indicators.

A crucial element missing for this narrative was exactly how achievement gaps would be decreased achieved for all students. The proposed project earns a high-range score (not full points) because all areas of the criteria were not fully satisfied

(A)(2) Applicant's approach to implementation (10 points)	10	9
<p>(A)(2) Reviewer Comments:</p> <p>A careful assessment of the Bloomfield School District (BSD) initiative revealed it is to the fullest extent to which the applicant's approach to implementing its reform will be accomplished.</p> <p>(a) The supported description was provided of how the participants were selected for this initiative. This is evidenced by having all students across Bloomfield School District participating in this initiative.</p> <p>(b) A list of the schools that will participate in the reform initiative was provided with the grade bands identified as well</p> <p>As outlined in the demographic information a total of 8 schools will participate in this Initiative. In addition, the school demographics table presents the raw data indicating the fact that these schools do have a high needs population evidenced by more than 50% of students classified as low income or economically disadvantaged status.</p> <p>(c) The total number of participating students was cited as all 3,028 Bloomfield students served. Approximately 70% of these students are classified as low-income students; 67% are identified as historically ethnic minority students; and all 100% of the students are deemed high-need students. At the same time there are 204 educators serving these students.</p> <p>Finally, in this criteria addressing applicants approach to implementing, strong descriptions were provided to show that this category has been fully answered. This was inclusive of the total number of students and educators participating in this initiative. Thus, the response was one of high quality earning a ranking in the high range. Full points were not earned only because no mention was made of students with disabilities, a valid minority group, that will be served by this initiative.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	7
<p>(A)(3) Reviewer Comments:</p> <p>It is to some extent that the applicant addressed LEA-wide reform and change.</p> <p>The Bloomfield initiative provided a high-quality plan describing how the project will be scaled-up. Key to the scaling up performance is due to the size of the district and having all students participate in this initiative. Strong evidence shows that strategies to sustain core components include (1) maintaining a clear line of communication and (2) the development of district experts. Evidence is further provided with the 5-year cycle of training to ensure sustainability. The logic model grounding this work supports professional development.</p> <p>This plan further denotes how student learning outcomes will be accomplished: all students. District, experts will be trained in instructional methodology as well as in social and emotional learning integration to benefit all students. The instructional model proposed to be introduced at the high school level will have immediate effect on students learning capacity, self-direction and responsibility as they seek to become career/college ready.</p> <p>Whereas, the overall plan was of high-quality, missing from this plan was an example of the logic model detailing how change would be effected to impact student learning outcomes. This missing information earned this narrative a mid-range score.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	10

(A)(4) Reviewer Comments:

Improving student learning and performances are clearly articulated in this initiative, thus addressed to the fullest extent possible. Evidences were as follows:

(a) Improving student learning—by analyzing data obtained from performance and summative assessments (standardized test scores). Mentoring of students was found to correlate with lower drop-out rates, fewer school days missed; (2) Strategies to decrease achievement gaps; (3) Improving graduation rates; (4) Increasing college enrollment; and (5) Improving post-secondary degree attainment

Specifically, summative assessments used includes the New Mexico Standards Based Assessment; Northwest Evaluation Association short-cycle assessment.

(b) Decreasing achievement gaps—Historically, Bloomfield students were found to be weak across all ethnicities. English Language learners were identified as having the widest gap in their performance on summative assessments. Only 16.6% of ELL students were proficient in Math and 16% in reading. The ethnic group performing at the lowest achievement rate was the Native Americans. Strategies such as hands-on approach to inquiry and adult mentoring were identified as strategies to close the achievement gap.

(c) Graduation rates—applicant seeks to impact this number in positive and effective. Specifically this will be accomplished by (1) grade-to-grade and school-to-school transition support (2) mentoring by teachers (3) personalizing why students should graduate from college and (4) career and higher education experiences tailored to the needs of the learners.

(d) College enrollment rates:--The college enrollment rates needs to be increased at Bloomfield. This will be addressed in the following way: (1) preparing students with academic and social readiness (2) implementing of transition service, and (3) alignment of student interest with content

(e) Postsecondary degree attainment—this information will be tracked after graduation. The evaluation team will collate and analyze this data after participants have completed the first year.

Full scores were earned for this narrative because each criterion was addressed.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13
<p>(B)(1) Reviewer Comments:</p> <p>A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching was provided by the applicant. Specifically, this narrative was addressed to the fullest extent possible.</p> <p>(a) Improving student learning outcomes and closing achievement gaps</p> <p>The evidence provided clearly indicates a moderate improvement in Mathematics except for the Hispanics over the last 4 years. The achievement data indicates; (1) success suing student driven instructional practices in Mathematics, (2) reform initiatives are reducing the rate of decline, (3) a personalized approach is needed to close the achievement gaps among subgroups.</p> <p>(b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools or in its low-performing schools, and</p> <p>This is being addressed through professional learning communities for teachers to analyze data and develop effective strategies; New principal/Teacher Evaluation; new Early childhood Education programs; and Research Investigation Process Pilot Study; High school Intervention teams; Sheltered Instruction for ELL students; and Response to Intervention system.</p> <p>(c) Make student performance data available to students, educators and parents in ways that inform and improve participation, instruction, and services.</p> <p>Data is available in the traditional ways: through the public Education website and through standardized test scores. These static media accessibility continues to be limited in its usefulness as evidenced in the narrative.</p> <p>Having addressed all elements in this criterion, the narrative earned a high-range score.</p>		

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	4
<p>(B)(2) Reviewer Comments:</p> <p>It is to some extent that this aspect of the proposal was addressed. There seems to be some degree of transparency with regards to salaries. Evidence of the actual numbers were provided in the proposal. Specifically, (a) the personnel salaries for all school-level instructional and staff support were provided; (b) the actual personnel salaries at the school level for instructional staff also was provided; (c) the actual personnel salaries at the school level for teacher were provided; and (d) actual non-personnel expenditures at the school level was clearly outlined indicating that the entire state funding is approximately \$20M. Total expenditures for 2012-2013 was notes as being \$15,340,000 leaving a little under \$5M for non-personnel expenditures district-wide.</p> <p>What was clearly missing was whether or not this information was available publicly on a website or in other places as a means of enhancing transparency. Because this level of transparency was missing, full points were not earned.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>It is to a great extent that the state context for implementation was evidenced.</p> <p>Successful conditions were evidenced by the following:</p> <ul style="list-style-type: none"> • No constraints in terms of regulatory and legal issues restricting autonomy or threatening autonomy • There is clear alignment of the outlined goals with the districts strategic plan--using the approved Northwest Evaluation Association as well as the New Mexico Standards Based Assessment to indicate student achievement; curriculum is also aligned vertically, which relates o student transitions between and preparation for subsequent school levels • SEA and school board approved plans supporting activities but also allowing for personalized learning environments to be designed and implemented by the school district <p>Furthermore, supplemental supportive documents strengthening this narrative include:</p> <ul style="list-style-type: none"> • Workable training schedules for the research investigation process and emotional intelligence • Detailed assessment results and student outcomes • Relevant state review and feedback responses on the proposal • Multiple letters of support • Signatures form teachers supporting the initiative etc. <p>Together, the evidences provided inclusive of the supportive documents produced the successful conditions that illustrate autonomy under the state, legal, and regulatory requirements to implement a personalized learning environments with this proposal. Hence, with the full evidence provided, full, high-range score were received.</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	7
<p>(B)(4) Reviewer Comments:</p> <p>Meaningful stakeholder engagement has been evidenced throughout this narrative. This criterion was satisfied to a medium extent.</p> <p>(a) A clear and complete description of how students, families, teachers, and principals in participating schools were engaged in the development of the proposal inclusive of appropriate engagement and feedback was documented. Noteworthy is the evidence that participants were actively engaged in the process during public and school board meetings. Teachers were afforded the opportunity to review and provided input in the proposal. It was evidenced that "principals were enthusiastic about the activities of the PLC teams."</p> <p>(i) Bloomfield schools do not have collective bargaining representation,</p> <p>(ii) In all 8 participating schools, more than 70% of teachers showed their full support for the proposal evidenced by their signatures included in the proposal.</p> <p>(b) Letters of support from such key stakeholders as: Parent teacher Association of the Bloomfield schools; advocacy groups, local civic and community-based organizations including Chamber of Commerce, Police Department the business community and City of Bloomfield.</p>		

Key letters of support were missing from student organizations, early learning programs, tribes, civil rights organizations, and institutions of higher education. Because there were missing letters of support, this narrative earned a mid-range score.

(B)(5) Analysis of needs and gaps (5 points)

5

2

(B)(5) Reviewer Comments:

There were some gaps identified in this section of the narrative. It was not fully illuminated, hence a mid-range score

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	19
<p>(C)(1) Reviewer Comments:</p> <p>A relevant and justified approach to learning that demonstrates engagement and empowerment of all students in Bloomfield was evidenced to a great extent:</p> <p>(a) The support of parents, educators and students was evidenced showing that students will be engaged in multiple activities that will personalize their total experience: Learning will be demonstrated to them as a key to future success; linking of learning goals to college/career readiness as well as graduation requirements; the deepening of learning experiences demonstrated; students are exposed to a much ethnic diversity but this diversity will be emphasized. In addition content mastery and personal skills and traits will be emphasized with inquiry-based learning at the forefront.</p> <p>(b) With the support of parents and educators, there is a well-defined strategy to ensure student access and success—</p> <p>(i) A personalized sequence of instructional content and skill development using the Response to Intervention Model. Two intervention paths are envisioned (1) intensive training for teachers and other educators and (2) students receiving intensive support from content-specific intervention teams.</p> <p>(ii) A variety of high-quality instructional approaches and environments including; inquiry-based learning, instruction in social and emotional intelligence; collaborative learning; primary research and knowledge acquisition from multiple sources; as well as Socratic questioning and individual reflection</p> <p>(iii) High-quality content, including digital learning content was evidenced as the narrative evidenced that teachers will ensure alignment with grade-specific common core standards; there will be access to learning technologies to further content skills and knowledge as well as their acquisition of 21st Century skills. A key point evidenced is the fact that technologies will not be used as a replacement for other learning strategies. Rather technology will be used as a tool for learning productivity.</p> <p>(iv) Ongoing and regular feedback, is evidenced by the administering of short cycle assessment 3 times per year. In addition constant mentoring sessions; ongoing professional development activities as well as ongoing evaluation to ensure frequently updated of individual student data that can be used to determine progress toward mastery of college/career-ready standards as well as graduation requirements; this will be accomplished through personalized learning recommendations based on the student's current knowledge and skills.</p> <p>(v) Accommodations and high-quality strategies for high-need students will be guaranteed through the implementation of sheltered instruction</p> <p>(c) Relevant, workable mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning. It was evidenced that students will have access to learning and personal expectations. Student data will be related to learning outcomes so that students themselves will have a clear understanding of expectations and how to meet them in the process.</p> <p>It is to a <u>great extent</u> that student learning was evidenced in this narrative—earning a high-range score.</p>		
(C)(2) Teaching and Leading (20 points)	20	17
<p>(C)(2) Reviewer Comments:</p>		

It is to a large extent that emphasis was placed on this area of teaching and leading for the Bloomfield School District initiative. One of the strengths of this narrative is how closely the teaching and leading narrative reflective of the overall project vision. The applicant was careful in designing how this approach would improve teachers' personal, professional, and instructional capacities that lead to high-quality and personalized education experiences for students as they progress towards college/career readiness. Again these approaches if implemented as planned will ultimately personalize learning and teaching for all students in Bloomfield School District.

a. In the narrative, individual and collective capacity were substantiated and evidenced in the following ways:

- i. Focus on supporting teacher capacity: Teachers will be engaged in long-term and intensive professional development to enhance teachers' knowledge and pedagogical skills.
 - First, two formalized PD activities are envisioned for a period of 2 years (1) emotional Intelligence and (2) Research investigation process.
 - Second, this professional development is supported within their Professional Learning Communities (PLC).
 - Third, by developing local "champions" in the various project components, the district is able to sustain these effects and continue enhancing teachers' capacities. The Champions serve as training interns in the 3rd year of training. Clear evidence of supporting personalized learning environments was established. The major PD training will emphasize personalized instruction so that through full implementation teachers will individualize the learning environments
 - ii. Adapting instruction for student engagement was evidenced as critical—Students will be engaged in shared and collective tasks. Instruction in social and emotional intelligence will also be part of this activity
 - iii. Frequent measures—through short-cycle assessment along with other assessments will provide a constant flow of data. Teachers will also discuss on-going qualitative and quantitative student findings and make strategic decisions about how best each student can be best served.
 - iv. Feedback to improve effectiveness will be a constant in the Bloomfield school district. The LEA will also use the states' new teacher and principal evaluation. Principals and individual teachers will review findings and teachers can receive additional support for improvements through the PLC's.
- b. All participants have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college/career readiness inclusive of...
1. Actionable information—This has been described throughout the proposal. Teachers have ongoing access to information they can use to personalize students' learning experiences and to respond to students' individual needs and interests.
 - ii. High-quality learning resources—project staff members will maintain on-line resources and tools for teachers to access resources, share information, examine data, and respond to students' needs. Some of the common resources are project blog; on-line workspace for document storage, use, and retrieval. In addition, teachers will receive training on how to integrate these tools in their classroom instruction.

- iii. Matching students' needs with resources and approaches to gauge effectiveness—With help from the PLC's as well as support from trainers and champions, teachers will be able to determine the resources that best supports the needs of the students. The needs that teachers cannot address with the current classroom resources are discussed with leadership teams via their PLC's. The leadership team can then take the recommendations to the district administrator to lobby for the resource to support the teacher and student in personalizing the learning environment that best addresses the student's need. The leadership strives to match student needs and to provide feedback continuously to meeting student needs and gauge effectiveness.
- c. A reasonable case has been made for all participating school leaders and school leadership teams to have training, policies, tools, data, and resources that enable them to structure an effective learning environment where the Broomfield initiative can be most effective. In particular, school leaders, leadership teams, and PLC member will receive.
 - i. Information for continuous improvement—School leaders will have training from the district administrators on interpreting findings from data sources. These data sources include data from short-cycle assessments, teacher evaluations, standardized annual achievement assessments, project implementation outcomes, and other data sources.
 - ii. Training for continuous improvement—School leaders also will receive support from district administrators, project evaluator, and project staff members. Regularly scheduled meeting with principals will permit them to be involved in "professional cohort groups" which is a Professional Learning Community (PLC) for leaders.
- d. The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

The applicant proposed a strong high-quality plan for increasing the number of students who will receive instruction from effective and highly effective teachers and principals. A total of 3,029 students were identified to benefit from Bloomfield School district initiative. From this narrative, no evidence or mention has been made regarding the inclusion of hard-to-staff schools. Furthermore, the information has not been clearly outlined to show how hard-to-staff subjects (such as mathematics and science), and specialty areas (such as special education) will be addressed in this initiative.

It is to a large extent that this application provided a high-quality plan with regards to teaching and leading. This narrative scored in the high-range because about 90% of the information was provided to satisfy this criterion. There was evidence missing to address hard-to-staff subjects and specialty areas. Because of this missing information full points were not earned for this aspect of the proposal.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13
(D)(1) Reviewer Comments: To a great extent this criterion was addressed The applicant laid out a very strong case outlining the practices, policies, and rules that facilitate personalized learning (a) The LEA central office is on board developing and supporting professional learning communities (b) Providing school leadership teams in participating schools has provided flexibility and autonomy. Each school has a team catering to the needs of students		

- (c) Through the PLCs students are given the opportunity to progress and earn credit based on demonstrated mastery, not on the amount of time spent on a topic; multiple programs offered through the PLCs and strong support for teachers were also clearly evidenced in this narrative
- (d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways was evidenced through the use of the short cycle assessment 3 times yearly.
- (e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students was provided to some degree. The group of students not explicitly identified as benefitting from these instructional strategies was students with disabilities. Hence, a high-range score was earned but not full points

(D)(2) LEA and school infrastructure (10 points)	10	8
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E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	13
<p>(E)(1) Reviewer Comments:</p> <p>A detailed strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals was evidence in this narrative. Having learned from previous challenges, the applicants initiated a strong plan that is student-centered.</p> <p>There are multiple opportunities for ongoing corrections and improvements during and after the term of the grant using the continuous improvement model.</p> <p>The strategies outlined addresses how the applicant will monitor, measure, and publicly share information. This is evidenced thorough a fair evaluation plan, target for change and fidelity measures in place. Student assessment will be monitored for changes closely so that the initiative can be responsive to students graduating college/career ready.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	3
<p>(E)(2) Reviewer Comments:</p> <p>To some degree, ongoing communication and engagement was evidenced in this narrative.</p> <p>Strategies evidenced include working with stakeholders and having an external evaluation team.</p> <p>What was missing from the narrative was dissemination of the information in a strategic and timely manner traditionally or electronically</p> <p>Hence, a mid-range score was earned</p>		
(E)(3) Performance measures (5 points)	5	3
<p>(E)(3) Reviewer Comments:</p> <p>It is to a great extent that this criteria was addressed</p> <p>First, a rationale for selecting each measure was evidenced</p> <p>Second, how each measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; was addressed fully by applicant. The process objective were broken out yearly and substantiated as to how each would be accomplished, evaluated and sustained over time</p> <p>Third, how each will be reviewed and improved over time was sparsely addressed in the area addressing the evaluation process and procedures. This explanation was insufficient to gauge the implementation progress.</p> <p>Finally, 18 performance measures were proposed and substantiated in this narrative</p> <p>A mid-range score was earned for this section due to some missing information</p>		

(E)(4) Evaluating effectiveness of investments (5 points)	5	1
<p>(E)(4) Reviewer Comments:</p> <p>A fair plan was designed to focus on evaluating of the effectiveness of funded activities from the RTTT-D initiative. How professional development activities will be funded, implemented, evaluated and sustained were evidenced. The tracking of students and monitoring of changing effects also was outlined; how to gauge the reducing of gaps between and among sub-populations also was evidenced.</p> <p>Missing from this narrative was how this quasi-experimental design approach would work with community partners, compensation reform and modification of school schedules and structures.</p> <p>A contradiction that emerges in selecting the quasi-experimental design approach to the evaluation, is that it seems to run counter to the process of selecting all the schools in the Bloomfield school district for this initiative.</p> <p>This criterion earned a low score because of missing data and the evaluation design.</p>		

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	9
<p>(F)(1) Reviewer Comments:</p> <p>Funds that will support this initiative is identified only from RTTT-D office.</p> <p>The request for \$7,741.796.56 for this high-needs school district is reasonable.</p> <p>The budget narrative is very detailed accounting for every dollar to be spent.</p> <p>This narrative earned a high range mark because it was substantiated.</p>		
(F)(2) Sustainability of project goals (10 points)	10	6
<p>(F)(2) Reviewer Comments:</p> <p>A plan for sustainability is in place and evidenced through the internal capacity building that is outlined in the narrative. Furthermore, there is a track record of working coherently with internal and external stakeholders.</p> <p>The area for weakness in this narrative was the budgetary aspect not showing beyond the life of the grant how this initiate would be sustained. Thus, there was no convincing arguments put forth for longevity of this reform. Thus, a mid-range score was earned.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	9
<p>Competitive Preference Priority Reviewer Comments:</p> <p>The sum total of this application meets the competitive priority as an initiative that can make a difference in the Bloomfield school district. The overall description of the initiative was coherent, understandable and implementable.</p> <p>The high-needs population identified would benefit from this initiative and achievement gaps would be narrowed</p> <p>Partnerships in place are workable and relevant. Each partner having a vital role to play</p> <p>The LEA has the mechanisms in place to build and sustain capacity</p> <p>The annual ambitions and achievable performance measures are demonstrated to be in place.</p> <p>This narrative score in the high range based on the evidences outlined above</p>		

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
<p>Absolute Priority 1 Reviewer Comments:</p> <p>Taking into consideration the full application for the RTTT-D funding, the applicant, for the most part presented the evidences in a coherent and comprehensive manner in terms of addressing the outlined criteria for funding. The proposal was built around the core educational assurances. Evidences demonstrated include:</p> <p>(1) capacity to create learning environments that are designed to significantly improve learning and teaching</p> <p>(2) the ability to provide, implement and sustain personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards and graduation requirements (as defined in this notice);</p> <p>(3) capacity to accelerate student achievement and deepen student learning</p> <p>(4) Ability to meeting the academic needs of each student in this high-needs district;</p> <p>(5) Resolve to increase the effectiveness of educators through continuous professional development activities;</p> <p>(6) Technology resources to expand student access to the most effective educators;</p> <p>(7) Ability to decrease achievement gaps across student groups; and</p> <p>(8) Mechanisms in place to increase the rates at which students graduate from high school prepared for college and careers.</p>		

Total	210	171
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